WASBO
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Title I, Part A

Targeted Assistance

and

Schoolwide Programs

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Session Outcomes

By the end of this session, participants will be able to:

- Distinguish between a Title I schoolwide program (SWP)
 and a Title I program in a targeted assistance school (TAS)
- Understand the allowable costs for TAS and the allowable costs for SWP
- Clarify the fiscal guidance around supplementing and supplanting for TAS and SWP

Types of Title I Programs

Targeted Assistance

Title I services are provided to a select group of children

Children who are served are those who are identified as failing, or most at risk of failing, the state's challenging academic standards.

Schoolwide

All staff, students, and resources are part of the Title I schoolwide program

The SWP must focus on the needs of low-achieving children and those most at risk of not meeting the state's challenging academic standards.

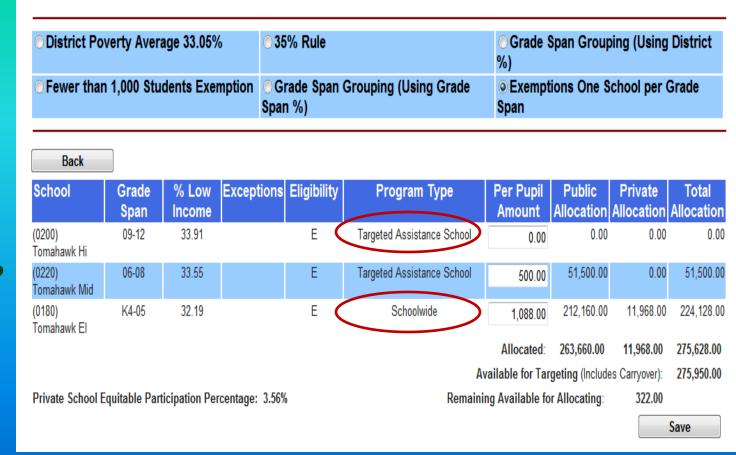
Goals of Title I Programs

Targeted Assistance

Improve teaching and learning to enable targeted students to meet challenging state performance standards

Schoolwide

Generate high levels of academic achievement in core subjects for all students in a school



Note: This is hypothetical data.

Who are "Title I eligible" students?

Targeted Assistance

Students are identified as eligible for services funded with Title I dollars through a multi-step process

- Multiple academic measures are used to identify students at risk
- Students are then ranked according to academic need

Schoolwide

Any and all students can be served with Title I funds. Students are not specifically identified as "Title I"

All students are considered Title I, whether or not they receive supplemental educational services, so they do not have to specifically qualify for Title I services.

What qualifies as "Title I" service delivery to students?

Targeted Assistance

Title I teachers and paraprofessionals provide targeted supplemental instruction and/or interventions to targeted students.

Schoolwide

Any practices and staffing that create high levels of academic achievement in core subject areas for all students in the school.

Examples

Targeted Assistance

Push-in model

Pull-out model

Before/after school programs

Summer school

Schoolwide

Class-size reduction

Upgrading curriculum

Formative assessments

Universal screeners

PBIS



A targeted assistance school wants to purchase adaptive software that adjusts the level of its content based on student responses. This software will only be used with students identified for Title I services. Can it be paid for with Title I funds?





Always





Never



It depends

In order for this to be allowed in a TAS, the software must be part of a viable instructional program which includes support from a highly qualified teacher or paraprofessional.



What are the ESEA requirements for Parent Involvement?

Written parent involvement policies at both the district and school level for both targeted assistance and schoolwide programs

Policies should:

- Be developed jointly by district staff and parents
- Be reviewed and updated annually
- Detail the LEA's expectation for parent involvement
- Describe how the LEA will involve parents in the activities of the schools served under ESEA programs.

What are the ESEA requirements for Parent Involvement?

Parents are involved in:

- Identifying needs
- The implementation of programs and services
- The evaluation of programs and services supported with ESEA funds

What are the Title I requirements for Parent Involvement?

Title I schools must:

- Host an annual school-level meeting
- Distribute and collect school-parent compacts that are signed by the parents
- Provide materials and training that help parents improve their children's academic achievement

Targeted Assistance

For parents of Title I students

Schoolwide

For all parents

What Parent Involvement expenses can be funded with Title I?

LEAs may use Title I funds for:

- Salaries for Parent Liaisons
- Costs associated parent involvement activities such as:
 - Communication (flyers, postage, etc.)
 - Translation services
 - Light snacks and general supplies
 - Childcare
 - Transportation for parents

Turn and Talk

A schoolwide program that implements Rtl wants to hold a parent night and fund it with Title I funds.

Which parents can they invite?

Any or all parents can be invited, depending on the purpose of the meeting.

- Communication (flyers, postage, etc.)
- Translation and interpretation services
- Light snacks and general supplies
- Childcare
- Transportation for parents
- Stipends for professional and paraprofessional staff

Turn and Talk

A targeted assistance program that implements RtI wants to hold a parent night and fund it with Title I funds.

Can they use Title I funds if they hold same event two nights in row, one event for Title I students and the second event for students not participating in Title I?

No. That would be supplanting.

Stipends for professional and paraprofessional staff

For parents of Title I children only

What are the ESEA requirements for Professional Development?

LEAs must develop a high-quality professional development plan that is:

- Based on the needs assessment
- Aligned to school and district goals
- Evaluated

One-day or short-term workshops or conferences can only be considered high-quality professional development if they are part of a comprehensive plan and include follow-up activities. Who can participate in Professional Development paid for with Title I funds?

Targeted Assistance

All school staff in targeted assistance schools may participate, if such participation will result in better addressing the needs of participating

Title I students

Schoolwide

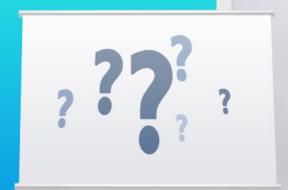
All school staff

What **Professional** Development activities can be paid for with Title I funds?

Some allowable professional development activities are:

- In-house trainings by outside experts or qualified, trained staff, and follow-up planning by teams of instructional staff
- Outside conferences and trainings, and follow-up planning by teams of instructional staff
- Mentoring and coaching programs by facilitators and/or teams
- Data analysis and technology training
- Parent engagement strategies
- Training in strategies to instruct limited English proficient children and children with special needs

Questions? Need More Information? Feel free to contact us:



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